



The New York State Report Card

**Accountability
and Overview Report
2006 – 07**

New York State Public Schools Report Card

The New York State Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the state's performance under the State and federal accountability systems, on student performance, and on other measures of performance. Knowledge gained from the report card on the state's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

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Use this report to:

- 1 Get Statewide Profile information.**
This section shows comprehensive data relevant to the state's learning environment.
- 2 Review State Accountability Status.**
This section indicates whether the state made adequate yearly progress (AYP).
- 3 Review an Overview of Statewide Performance.**
This section has information about statewide performance on state assessments in English, mathematics, and science, and on high school graduation rate.

Statewide Profile

This section shows comprehensive data relevant to the state's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2004-05	2005-06	2006-07
Pre-K	78,152	40,515	40,063
Kindergarten	188,821	189,971	186,243
Grade 1	203,317	199,685	200,272
Grade 2	198,322	196,802	194,200
Grade 3	202,140	195,960	194,108
Grade 4	202,340	196,313	192,235
Grade 5	208,244	202,364	196,999
Grade 6	211,955	205,839	199,845
Ungraded Elementary	52,513	53,278	53,693
Grade 7	219,564	213,908	208,283
Grade 8	218,602	216,302	210,369
Grade 9	264,033	257,032	249,208
Grade 10	229,185	233,656	232,027
Grade 11	184,008	186,124	194,489
Grade 12	167,275	173,945	178,472
Ungraded Secondary	51,940	51,490	50,815
Total K-12	2,802,259	2,772,669	2,741,258

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	22	22	22
Grade 8			
English	22	22	22
Mathematics	23	22	22
Science	23	23	23
Social Studies	23	23	23
Grade 10			
English	23	23	23
Mathematics	22	22	22
Science	23	23	23
Social Studies	24	24	24

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. The state public enrollment includes public school districts, charter schools, NYSED-operated programs, and BOCES programs. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	946,115	34%	1,027,545	37%	1,001,767	37%
Reduced-Price Lunch	209,231	7%	213,744	8%	213,885	8%
Student Stability*	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	203,994	7%	201,946	7%	200,998	7%
Racial/Ethnic Origin						
American Indian or Alaska Native	13,163	**	13,659	**	13,511	**
Black or African American	557,262	20%	545,526	20%	534,335	19%
Hispanic or Latino	553,296	20%	554,563	20%	559,543	20%
Asian or Native Hawaiian/Other Pacific Islander	187,824	7%	192,414	7%	195,644	7%
White	1,490,669	53%	1,466,507	53%	1,431,470	52%
Multiracial***	N/A	N/A	N/A	N/A	6,755	**

* Does not include NYC data.

** Percentage is less than 1.

*** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	N/A	93%	N/A	93%	N/A	93%
Student Suspensions	136,758	5%	127,780	5%	152,841	6%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

A district's *Annual Attendance Rate* is determined by dividing the district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	211,759	212,902	207,747
Percent with No Valid Teaching Certificate	2%	2%	3%
Percent Teaching Out of Certification	8%	6%	5%
Percent with Fewer Than Three Years of Experience	11%	11%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	31%	32%
Total Number of Core Classes*	N/A	763,211	500,476
Percent Not Taught by Highly Qualified Teachers	N/A	5%	5%
Total Number of Classes	675,962	695,028	706,300
Percent Taught by Teachers Without Appropriate Certification	7%	6%	5%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	22%	20%
Turnover Rate of All Teachers	17%	16%	14%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	31,789	32,589	30,119
Total Paraprofessionals*	83,443	69,306	64,027
Assistant Principals	4,928	5,036	5,197
Principals	4,479	4,543	4,635

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

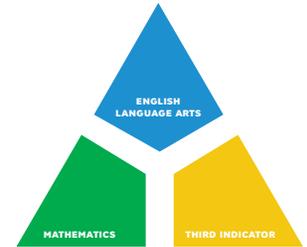
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Summary

On which accountability measures did the state make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		✓	✓	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✓	
Student groups making AYP in each subject	✗ _{9 of 10}	✓ _{10 of 10}	✓ _{1 of 1}	✗ _{5 of 10}	✗ _{7 of 10}	✓ _{1 of 1}

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level English Language Arts

Accountability Measures	9 of 10	Student groups making AYP in English language arts
	X	Did not make AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (1,260,376:1,209,180)	✓	✓	99%	✓	158	122	
Ethnicity							
American Indian or Alaska Native (6,041:5,723)	✓	✓	98%	✓	144	122	
Black or African American (246,248:233,822)	✓	✓	98%	✓	137	122	
Hispanic or Latino (257,195:240,785)	✓	✓	98%	✓	136	122	
Asian or Native Hawaiian/Other Pacific Islander (88,492:83,612)	✓	✓	99%	✓	173	122	
White (661,951:644,834)	✓	✓	99%	✓	173	122	
Multiracial (449:404)	✓	✓	99%	✓	160	117	
Other Groups							
Students with Disabilities ² (196,434:185,224)	✓ ^{SH}	✓	97%	✓ ^{SH}	103	122	102 113
Limited English Proficient ³ (84,773:70,627)	X	✓	98%	X	93	122	115 104
Economically Disadvantaged (616,077:584,289)	✓	✓	99%	✓	139	122	
Final AYP Determination	X _{9 of 10}						

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
 - ² If the state failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the state is considered to have made AYP for students with disabilities.
 - ³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

Elementary/Middle-Level Mathematics

Accountability Measures	10 of 10	Student groups making AYP in mathematics
	✓	Made AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (1,260,971:1,206,231)	✓	✓	99%	✓	167	86	
Ethnicity							
American Indian or Alaska Native (6,038:5,674)	✓	✓	98%	✓	153	86	
Black or African American (246,185:230,890)	✓	✓	98%	✓	142	86	
Hispanic or Latino (257,699:242,182)	✓	✓	99%	✓	151	86	
Asian or Native Hawaiian/Other Pacific Islander (88,871:85,004)	✓	✓	99%	✓	188	86	
White (661,725:642,070)	✓	✓	99%	✓	179	86	
Multiracial (453:411)	✓	✓	98%	✓	169	81	
Other Groups							
Students with Disabilities ² (196,252:183,397)	✓	✓	97%	✓	115	86	
Limited English Proficient ³ (85,800:77,806)	✓	✓	99%	✓	129	86	
Economically Disadvantaged (616,024:583,309)	✓	✓	99%	✓	151	86	
Final AYP Determination	✓ _{10 of 10}						

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
 - ² If the state failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the state is considered to have made AYP for students with disabilities.
 - ³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

Elementary/Middle-Level Science

Accountability Measures	1 of 1	Student groups making AYP in Science
	✓	Made AYP

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
All Students (422,917:395,162)	✓	Qualified	✓	97%	✓	172	100	
Ethnicity								
American Indian or Alaska Native (1,992:1,828)		Qualified	✓	97%	✓	164	100	
Black or African American (82,979:74,725)		Qualified	✓	95%	✓	145	100	
Hispanic or Latino (85,930:78,442)		Qualified	✓	96%	✓	146	100	
Asian or Native Hawaiian/Other Pacific Islander (29,560:27,410)		Qualified	✓	97%	✓	181	100	
White (127:104)		Qualified	✓	93%	✓	163	100	
Multiracial (222,328:212,652)		Qualified	✓	98%	✓	189	100	
Other Groups								
Students with Disabilities (65,324:59,173)		Qualified	✓	94%	✓	138	100	
Limited English Proficient ² (29,055:25,541)		Qualified	✓	97%	✓	117	100	
Economically Disadvantaged (203,530:186,949)		Qualified	✓	96%	✓	153	100	
Final AYP Determination	✓							1 of 1

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Measures 5 of 10 Student groups making AYP in English language arts
 X Did Not Make AYP

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08	
All Students (184,355:189,328)	✓	✓	98%	✓	171	159		
Ethnicity								
American Indian or Alaska Native (629:699)	✓	✓	98%	✓	158	155		
Black or African American (31,918:33,681)	X	✓	98%	X	149	159	151	154
Hispanic or Latino (28,316:30,200)	X	✓	98%	X	146	159	149‡	151
Asian or Native Hawaiian/Other Pacific Islander (13,925:13,903)	✓	✓	99%	✓	178	159		
White (109,138:110,365)	✓	✓	99%	✓	184	159		
Multiracial (429:480)	✓	✓	100%	✓	174	154		
Other Groups								
Students with Disabilities (16,387:20,500)	X	X	93%	X	117	159	123	125
Limited English Proficient ² (4,383:5,933)	X	✓	95%	X	80	159	99‡	92
Economically Disadvantaged (58,133:63,939)	X	✓	98%	X	152	159	153	157
Final AYP Determination	X							

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NOTES

¹ These data show the count of 12th graders in 2006-07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level Mathematics

Accountability Measures	7 of 10	Student groups making AYP in mathematics
	X	Did Not Make AYP

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08	
All Students (184,355:189,328)	✓	✓	98%	✓	175	152		
Ethnicity								
American Indian or Alaska Native (629:699)	✓	✓	98%	✓	169	148		
Black or African American (31,918:33,681)	X	✓	98%	X	150	152	152	155
Hispanic or Latino (28,316:30,200)	✓	✓	98%	✓	153	152		
Asian or Native Hawaiian/Other Pacific Islander (13,925:13,903)	✓	✓	99%	✓	188	152		
White (109,138:110,365)	✓	✓	99%	✓	186	152		
Multiracial (429:480)	✓	✓	99%	✓	148	147		
Other Groups								
Students with Disabilities (16,387:20,500)	X	X	94%	X	127	152	132	134
Limited English Proficient ² (4,383:5,933)	X	✓	97%	X	129	152	133‡	136
Economically Disadvantaged (58,133:63,939)	✓	✓	98%	✓	158	152		
Final AYP Determination	X	7 of 10						

NOTES

¹ These data show the count of 12th graders in 2006-07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Graduation Rate

Accountability Measures	1 of 1	Student groups making AYP in Graduation Rate
	✓	Made AYP

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2006-07	2007-08
All Students (192,162)	✓	✓	75%	55%		
Ethnicity						
American Indian or Alaska Native (706)		✓	66%	55%		
Black or African American (35,207)		✓	55%	55%		
Hispanic or Latino (31,512)		✗	53%	55%	55	54
Asian or Native Hawaiian/Other Pacific Islander (13,843)		✓	79%	55%		
White (110,893)		✓	88%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (23,154)		✓	50%	55%	50	
Limited English Proficient ³ (1,901)		✗	40%	55%	45	41
Economically Disadvantaged (60,058)		✓	60%	55%		
Final AYP Determination	✓	1 of 1				

NOTES

- ¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.
- ² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.
- ³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

To make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006-07.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006-07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007-08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006-07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

Summary of 2006–07 Statewide Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	67%			197,517
Grade 4	68%			196,650
Grade 5	68%			201,151
Grade 6	63%			203,622
Grade 7	58%			210,790
Grade 8	57%			212,962

Mathematics

Grade 3	85%			199,462
Grade 4	80%			198,720
Grade 5	76%			203,115
Grade 6	71%			205,642
Grade 7	67%			212,697
Grade 8	59%			214,752

Science

Grade 4	85%			197,405
Grade 8	65%			191,162

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	72%			222,103
Mathematics	74%			222,103

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

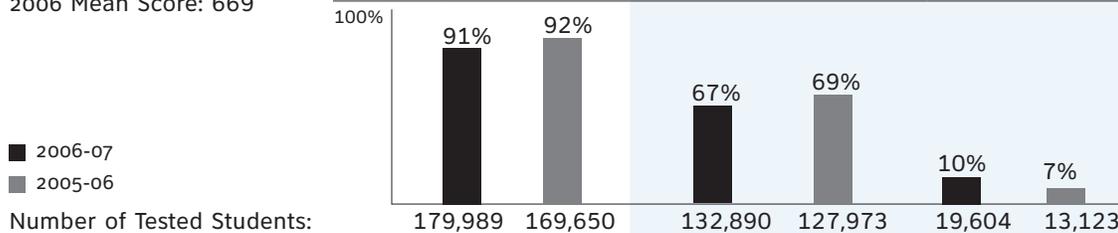
Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

Statewide Results in Grade 3 English Language Arts

NY State Public

Percentage scoring at level(s):

	2-4	3-4	4
2007 Mean Score: 667	616-780	650-780	730-780
2006 Mean Score: 669			



Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197,517	91%	67%	10%	185,367	92%	69%	7%
Female	96,697	93%	71%	11%	90,821	94%	73%	9%
Male	100,820	89%	64%	9%	94,546	89%	65%	6%
American Indian or Alaska Native	957	87%	56%	5%	945	85%	49%	2%
Black or African American	38,624	85%	51%	4%	39,105	84%	51%	3%
Hispanic or Latino	41,166	85%	51%	4%	30,435	88%	59%	3%
Asian or Native Hawaiian/Other Pacific Islander	13,967	96%	79%	14%	11,912	98%	85%	12%
White	102,702	95%	78%	14%	102,957	95%	77%	9%
Multiracial	101	98%	68%	12%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	169,692	95%	74%	11%	159,959	96%	76%	8%
Students with Disabilities	27,825	66%	28%	2%	25,408	63%	27%	1%
English Proficient	180,246	93%	71%	11%	182,473	92%	70%	7%
Limited English Proficient	17,271	75%	31%	1%	2,894	71%	36%	1%
Economically Disadvantaged	100,746	86%	54%	4%	77,595	90%	61%	4%
Not Disadvantaged	96,771	96%	82%	16%	107,772	93%	75%	9%
Migrant	55	69%	42%	4%	46	78%	39%	2%
Not Migrant	197,462	91%	67%	10%	185,321	92%	69%	7%

NOTE

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2,022	1,984	1,717	1,200	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1,705	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 3 Mathematics

NY State Public

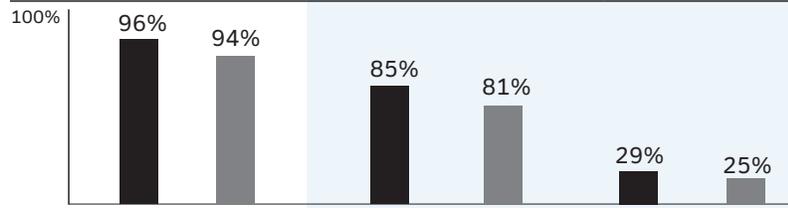
Percentage scoring at level(s):

2-4 3-4 4

2007 Mean Score: 685

2006 Mean Score: 678

Range: 624-770 650-770 703-770



Number of Tested Students:

191,332 188,853 170,212 162,418 58,558 50,669

Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	199,462	96%	85%	29%	201,580	94%	81%	25%
Female	97,560	96%	86%	30%	98,346	94%	81%	25%
Male	101,902	95%	85%	29%	103,234	93%	80%	25%
American Indian or Alaska Native	959	94%	79%	17%	970	90%	70%	13%
Black or African American	38,767	92%	75%	18%	39,903	88%	67%	14%
Hispanic or Latino	42,295	94%	79%	21%	42,069	90%	72%	17%
Asian or Native Hawaiian/Other Pacific Islander	14,456	99%	95%	53%	14,459	98%	93%	49%
White	102,878	98%	91%	34%	104,166	97%	88%	30%
Multiracial	107	98%	88%	31%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	171,545	98%	90%	33%	173,829	96%	85%	28%
Students with Disabilities	27,917	83%	57%	8%	27,751	77%	50%	6%
English Proficient	180,238	97%	87%	31%	182,995	95%	83%	27%
Limited English Proficient	19,224	90%	69%	13%	18,585	84%	59%	9%
Economically Disadvantaged	102,216	94%	79%	22%	89,714	92%	75%	19%
Not Disadvantaged	97,246	98%	92%	37%	111,866	95%	85%	30%
Migrant	59	88%	73%	8%	58	88%	59%	2%
Not Migrant	199,403	96%	85%	29%	201,522	94%	81%	25%

NOTE

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2,028	2,014	1,817	1,408	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

Statewide Results in Grade 4 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

2007 Mean Score: 665

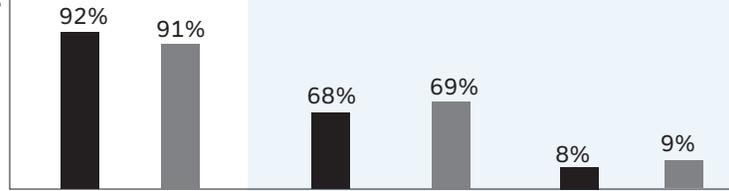
Range: 612-775

650-775

716-775

2006 Mean Score: 666

100%



Number of Tested Students:

181,366 173,780

133,914

130,977

16,190

16,626

Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	196,650	92%	68%	8%	190,822	91%	69%	9%
Female	96,177	94%	72%	10%	93,335	93%	72%	11%
Male	100,473	90%	65%	6%	97,487	89%	65%	7%
American Indian or Alaska Native	897	89%	56%	4%	894	84%	55%	4%
Black or African American	38,040	88%	51%	3%	37,758	84%	52%	4%
Hispanic or Latino	40,183	86%	51%	3%	33,495	87%	55%	4%
Asian or Native Hawaiian/Other Pacific Islander	14,158	96%	80%	14%	12,710	97%	83%	16%
White	103,298	96%	79%	12%	105,960	94%	77%	11%
Multiracial	74	99%	76%	11%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	167,379	97%	75%	10%	162,981	96%	76%	10%
Students with Disabilities	29,271	67%	28%	1%	27,841	62%	26%	1%
English Proficient	182,514	94%	72%	9%	187,225	92%	69%	9%
Limited English Proficient	14,136	71%	24%	0%	3,597	66%	27%	1%
Economically Disadvantaged	98,427	88%	54%	3%	79,465	90%	59%	4%
Not Disadvantaged	98,223	97%	83%	13%	111,357	92%	75%	12%
Migrant	50	84%	34%	0%	61	79%	41%	0%
Not Migrant	196,600	92%	68%	8%	190,761	91%	69%	9%

NOTE

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1,959	1,925	1,592	1,182	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1,670	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 4 Mathematics

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

2007 Mean Score: 680

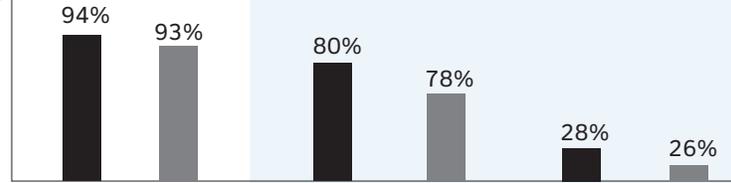
2006 Mean Score: 677

Range: 622-800

650-800

702-780

100%



■ 2006-07

■ 2005-06

Number of Tested Students:

186,743 187,421

159,008 157,906

54,656 52,396

Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	198,720	94%	80%	28%	202,393	93%	78%	26%
Female	97,111	94%	80%	26%	98,544	93%	78%	25%
Male	101,609	94%	80%	29%	103,849	92%	78%	27%
American Indian or Alaska Native	900	91%	70%	15%	913	88%	69%	14%
Black or African American	38,226	89%	65%	13%	38,472	86%	62%	12%
Hispanic or Latino	41,274	91%	70%	17%	41,536	88%	67%	15%
Asian or Native Hawaiian/Other Pacific Islander	14,710	98%	93%	52%	14,585	97%	92%	49%
White	103,534	97%	88%	34%	106,883	96%	86%	32%
Multiracial	76	95%	83%	30%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	169,382	97%	86%	31%	172,775	96%	84%	29%
Students with Disabilities	29,338	76%	47%	6%	29,618	72%	45%	6%
English Proficient	182,583	95%	82%	29%	187,814	94%	80%	27%
Limited English Proficient	16,137	82%	54%	8%	14,579	78%	50%	7%
Economically Disadvantaged	99,935	91%	71%	18%	87,726	91%	71%	18%
Not Disadvantaged	98,785	97%	90%	37%	114,667	94%	83%	32%
Migrant	56	86%	61%	7%	69	90%	57%	7%
Not Migrant	198,664	94%	80%	28%	202,324	93%	78%	26%

NOTE

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1,959	1,916	1,738	1,387	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

Statewide Results in Grade 4 Science

NY State Public

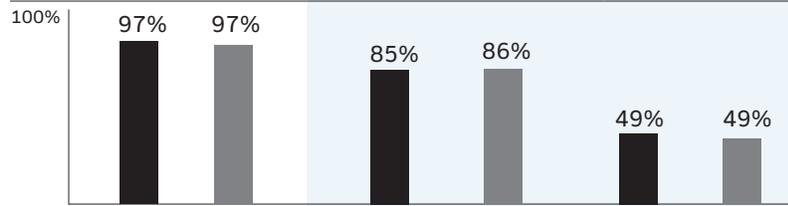
Percentage scoring at level(s):

2-4 3-4 4

2007 Mean Score: 79

2006 Mean Score: 80

Range: 45-100 65-100 85-100



Number of Tested Students: 191,649 195,385 168,384 173,211 97,499 98,180

Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197,405	97%	85%	49%	200,712	97%	86%	49%
Female	96,450	97%	85%	48%	97,855	98%	87%	48%
Male	100,955	97%	85%	50%	102,857	97%	86%	50%
American Indian or Alaska Native	893	97%	82%	36%	906	97%	82%	38%
Black or African American	37,821	95%	73%	28%	37,885	95%	75%	28%
Hispanic or Latino	40,957	94%	72%	28%	41,155	94%	73%	27%
Asian or Native Hawaiian/Other Pacific Islander	14,604	98%	91%	61%	14,513	98%	91%	59%
White	103,055	99%	95%	64%	106,249	99%	95%	63%
Multiracial	75	97%	89%	51%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	168,388	98%	89%	54%	171,795	98%	90%	53%
Students with Disabilities	29,017	90%	64%	21%	28,917	91%	67%	23%
English Proficient	181,314	98%	88%	53%	186,301	98%	89%	52%
Limited English Proficient	16,091	86%	51%	12%	14,411	87%	54%	14%
Economically Disadvantaged	98,940	95%	76%	32%	86,712	97%	81%	33%
Not Disadvantaged	98,465	99%	95%	67%	114,000	98%	91%	61%
Migrant	54	91%	74%	19%	67	99%	88%	21%
Not Migrant	197,351	97%	85%	49%	200,645	97%	86%	49%

NOTE

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1,953	1,929	1,807	1,485	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

Statewide Results in Grade 5 English Language Arts

NY State Public

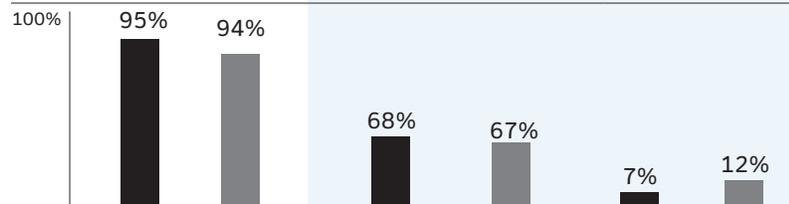
Percentage scoring at level(s):

2-4 3-4 4

2007 Mean Score: 665

2006 Mean Score: 663

Range: 608-795 650-795 711-795



Number of Tested Students:

191,319 188,323 137,354 135,082 13,839 24,678

Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	201,151	95%	68%	7%	200,996	94%	67%	12%
Female	98,019	96%	70%	8%	98,989	95%	70%	14%
Male	103,132	94%	66%	6%	102,007	92%	65%	11%
American Indian or Alaska Native	915	93%	57%	3%	1,027	90%	53%	7%
Black or African American	38,683	93%	51%	2%	40,065	89%	49%	5%
Hispanic or Latino	40,647	90%	50%	2%	37,464	90%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	14,396	97%	79%	11%	13,280	97%	81%	20%
White	106,427	98%	80%	10%	109,156	96%	77%	16%
Multiracial	83	100%	69%	8%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	170,377	98%	75%	8%	171,031	97%	74%	14%
Students with Disabilities	30,774	79%	29%	1%	29,965	72%	27%	2%
English Proficient	189,959	96%	71%	7%	195,163	94%	69%	13%
Limited English Proficient	11,192	73%	19%	0%	5,833	71%	21%	1%
Economically Disadvantaged	99,516	92%	54%	3%	84,975	93%	57%	6%
Not Disadvantaged	101,635	98%	82%	11%	116,021	94%	75%	17%
Migrant	44	84%	36%	0%	62	89%	42%	2%
Not Migrant	201,107	95%	68%	7%	200,934	94%	67%	12%

NOTE

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2,156	2,132	2,052	1,584	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1,718	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 5 Mathematics

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2007 Mean Score: 674

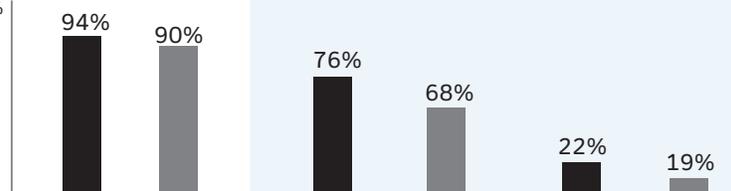
Range: 619-780

650-780

699-780

2006 Mean Score: 666

100%



■ 2006-07

■ 2005-06

Number of Tested Students:

191,335

187,467

154,799

143,072

44,957

40,040

Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	203,115	94%	76%	22%	208,954	90%	68%	19%
Female	98,945	95%	76%	21%	102,639	91%	68%	18%
Male	104,170	94%	76%	23%	106,315	89%	69%	20%
American Indian or Alaska Native	920	90%	64%	12%	1,036	85%	55%	11%
Black or African American	38,820	89%	61%	11%	40,768	80%	49%	8%
Hispanic or Latino	41,816	91%	66%	14%	42,614	85%	56%	10%
Asian or Native Hawaiian/Other Pacific Islander	14,892	98%	92%	48%	14,617	96%	88%	42%
White	106,583	97%	84%	26%	109,915	94%	78%	24%
Multiracial	84	100%	85%	18%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	172,298	97%	82%	25%	178,270	94%	75%	22%
Students with Disabilities	30,817	77%	42%	4%	30,684	65%	32%	3%
English Proficient	189,943	95%	78%	23%	195,885	91%	71%	20%
Limited English Proficient	13,172	80%	46%	7%	13,069	72%	38%	5%
Economically Disadvantaged	101,073	91%	66%	15%	90,961	87%	60%	13%
Not Disadvantaged	102,042	97%	86%	29%	117,993	92%	75%	24%
Migrant	49	86%	61%	4%	71	79%	52%	6%
Not Migrant	203,066	94%	76%	22%	208,883	90%	68%	19%

NOTE

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Other Assessments

2006-07 School Year

2005-06 School Year

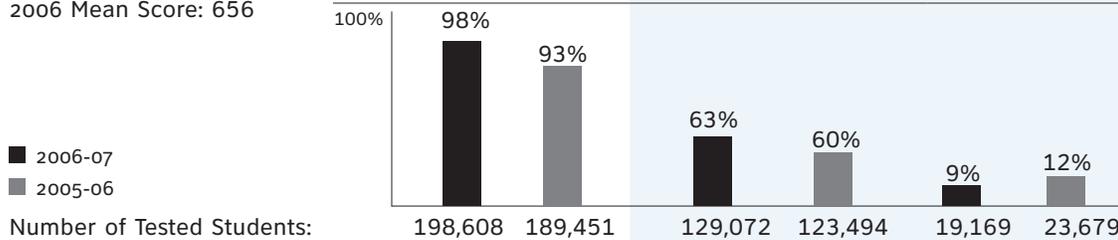
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2,164	2,141	1,996	1,663	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

Statewide Results in Grade 6 English Language Arts

NY State Public

Percentage scoring at level(s):

	2-4	3-4	4
2007 Mean Score: 661	598-785	650-785	705-785
2006 Mean Score: 656			



Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	203,622	98%	63%	9%	204,471	93%	60%	12%
Female	99,780	98%	67%	12%	99,853	95%	64%	14%
Male	103,842	97%	60%	7%	104,618	91%	57%	9%
American Indian or Alaska Native	965	96%	52%	5%	1,081	87%	46%	5%
Black or African American	39,049	96%	45%	3%	41,200	87%	41%	4%
Hispanic or Latino	40,179	95%	45%	3%	37,871	88%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	14,214	98%	76%	18%	12,940	97%	77%	21%
White	109,129	99%	75%	13%	111,378	96%	72%	16%
Multiracial	86	99%	66%	14%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	173,390	99%	71%	11%	174,512	97%	68%	13%
Students with Disabilities	30,232	88%	20%	0%	29,959	67%	17%	1%
English Proficient	194,047	98%	66%	10%	199,699	93%	62%	12%
Limited English Proficient	9,575	85%	11%	0%	4,772	66%	11%	0%
Economically Disadvantaged	98,739	96%	47%	4%	86,432	92%	49%	5%
Not Disadvantaged	104,883	99%	79%	15%	118,039	94%	69%	16%
Migrant	53	96%	42%	0%	68	75%	25%	0%
Not Migrant	203,569	98%	63%	9%	204,403	93%	60%	12%

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2,205	2,133	1,970	1,521	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1,693	N/A	N/A	N/A	N/A	N/A	N/A	N/A

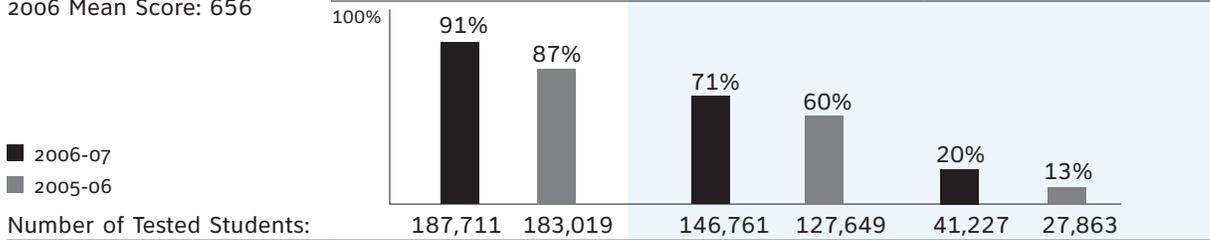
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 6 Mathematics

NY State Public

Percentage scoring at level(s):

	2-4	3-4	4
2007 Mean Score: 668	616-780	650-780	696-780
2006 Mean Score: 656			



Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	205,642	91%	71%	20%	211,121	87%	60%	13%
Female	100,631	92%	72%	20%	102,869	88%	61%	13%
Male	105,011	90%	71%	20%	108,252	86%	60%	14%
American Indian or Alaska Native	972	86%	60%	11%	1,090	80%	48%	6%
Black or African American	39,232	84%	53%	9%	41,724	76%	41%	5%
Hispanic or Latino	41,302	86%	59%	11%	41,907	79%	45%	6%
Asian or Native Hawaiian/Other Pacific Islander	14,744	97%	89%	45%	14,219	96%	83%	35%
White	109,301	95%	80%	24%	112,180	93%	71%	17%
Multiracial	91	92%	66%	14%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	175,319	96%	78%	23%	180,583	92%	67%	15%
Students with Disabilities	30,323	67%	32%	3%	30,538	56%	22%	1%
English Proficient	194,053	92%	73%	21%	200,433	88%	62%	14%
Limited English Proficient	11,589	71%	36%	5%	10,688	61%	26%	3%
Economically Disadvantaged	100,385	86%	59%	12%	91,602	83%	50%	8%
Not Disadvantaged	105,257	96%	83%	27%	119,519	90%	68%	17%
Migrant	55	87%	62%	4%	79	53%	24%	3%
Not Migrant	205,587	91%	71%	20%	211,042	87%	60%	13%

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Other Assessments

2006-07 School Year

2005-06 School Year

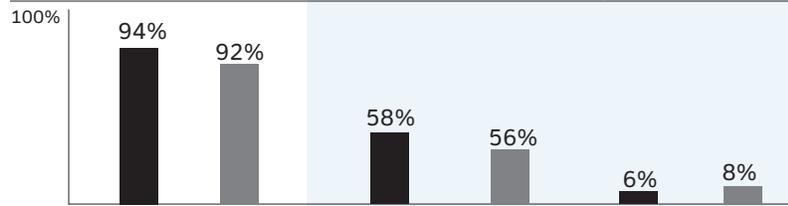
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2,211	2,159	1,928	1,495	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

Statewide Results in Grade 7 English Language Arts

NY State Public

Percentage scoring at level(s):

	2-4	3-4	4
2007 Mean Score: 655			
2006 Mean Score: 652			
Range:	600-790	650-790	712-790



Number of Tested Students: 198,463 193,542 122,240 118,721 12,626 16,324

Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	210,790	94%	58%	6%	210,417	92%	56%	8%
Female	102,430	96%	63%	8%	101,982	94%	60%	9%
Male	108,360	93%	53%	4%	108,435	90%	53%	7%
American Indian or Alaska Native	1,066	90%	44%	2%	1,059	88%	43%	4%
Black or African American	41,569	91%	38%	2%	43,084	86%	36%	2%
Hispanic or Latino	41,196	89%	40%	2%	38,276	87%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	13,931	96%	71%	11%	12,609	97%	72%	14%
White	112,957	97%	70%	8%	115,388	96%	68%	11%
Multiracial	71	99%	63%	6%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	179,846	97%	65%	7%	180,361	96%	63%	9%
Students with Disabilities	30,944	76%	17%	0%	30,056	68%	16%	1%
English Proficient	201,869	96%	60%	6%	205,020	93%	58%	8%
Limited English Proficient	8,921	61%	7%	0%	5,397	65%	9%	0%
Economically Disadvantaged	101,649	90%	42%	2%	87,616	90%	43%	3%
Not Disadvantaged	109,141	98%	73%	9%	122,801	93%	66%	11%
Migrant	41	80%	37%	0%	63	81%	27%	0%
Not Migrant	210,749	94%	58%	6%	210,354	92%	56%	8%

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2,405	2,379	2,128	1,650	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1,797	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 7 Mathematics

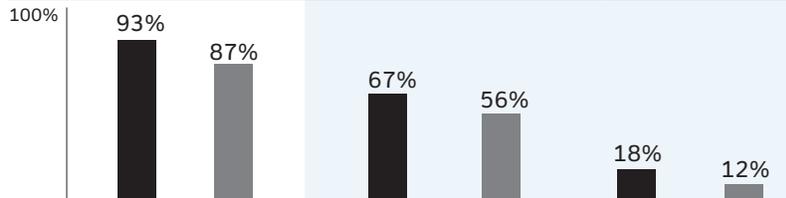
NY State Public

Percentage scoring at level(s):

2-4	3-4	4
611-800	650-800	693-800

2007 Mean Score: 663

2006 Mean Score: 651



Number of Tested Students: 196,887 188,316 141,588 120,833 39,103 26,413

Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	212,697	93%	67%	18%	216,893	87%	56%	12%
Female	103,352	94%	69%	19%	105,055	88%	57%	12%
Male	109,345	91%	65%	18%	111,838	86%	55%	12%
American Indian or Alaska Native	1,089	88%	55%	7%	1,075	81%	43%	5%
Black or African American	41,664	85%	43%	6%	43,349	74%	31%	3%
Hispanic or Latino	42,299	88%	51%	8%	42,712	79%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	14,497	97%	86%	42%	13,969	95%	79%	30%
White	113,074	97%	79%	24%	115,787	94%	69%	17%
Multiracial	74	93%	70%	16%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	181,795	96%	73%	21%	186,681	91%	62%	14%
Students with Disabilities	30,902	72%	27%	2%	30,212	58%	18%	1%
English Proficient	201,670	94%	69%	19%	204,935	88%	58%	13%
Limited English Proficient	11,027	73%	29%	4%	11,958	62%	21%	2%
Economically Disadvantaged	103,058	88%	52%	10%	92,874	83%	42%	6%
Not Disadvantaged	109,639	97%	81%	27%	124,019	90%	66%	17%
Migrant	47	81%	36%	4%	76	66%	28%	3%
Not Migrant	212,650	93%	67%	18%	216,817	87%	56%	12%

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2,406	2,368	2,119	1,544	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

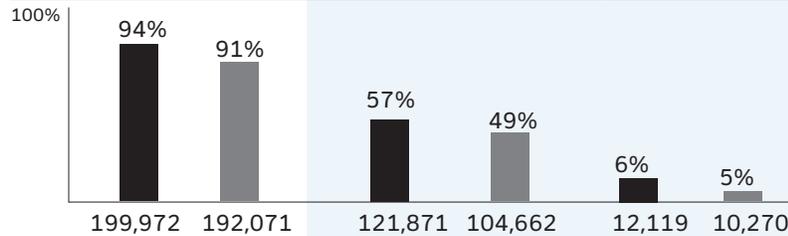
Statewide Results in Grade 8 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
602-790	650-790	715-790

2007 Mean Score: 655
2006 Mean Score: 650



Number of Tested Students: 199,972 192,071 121,871 104,662 12,119 10,270

Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	212,962	94%	57%	6%	212,196	91%	49%	5%
Female	103,607	96%	63%	7%	103,717	93%	55%	6%
Male	109,355	92%	52%	4%	108,479	88%	44%	4%
American Indian or Alaska Native	1,038	92%	45%	4%	1,043	86%	34%	1%
Black or African American	41,982	90%	37%	2%	42,996	82%	28%	1%
Hispanic or Latino	41,176	88%	38%	2%	37,605	85%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	13,779	96%	70%	10%	12,481	95%	67%	9%
White	114,929	97%	70%	8%	118,069	95%	61%	7%
Multiracial	58	97%	41%	5%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	182,548	97%	64%	7%	182,130	95%	56%	6%
Students with Disabilities	30,414	75%	16%	0%	30,066	62%	11%	0%
English Proficient	203,314	95%	60%	6%	207,181	91%	50%	5%
Limited English Proficient	9,648	62%	7%	0%	5,015	56%	5%	0%
Economically Disadvantaged	99,037	90%	39%	2%	85,565	88%	36%	2%
Not Disadvantaged	113,925	97%	73%	9%	126,631	92%	59%	7%
Migrant	35	69%	34%	0%	62	76%	27%	0%
Not Migrant	212,927	94%	57%	6%	212,134	91%	49%	5%

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2,389	2,360	2,145	1,665	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1,857	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 8 Mathematics

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2007 Mean Score: 657

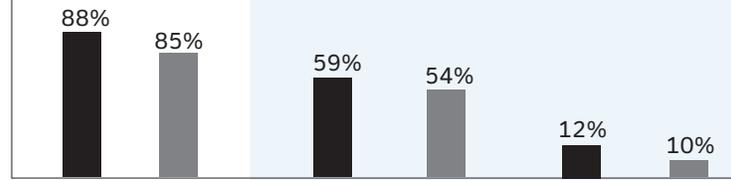
Range: 616-775

650-775

701-775

2006 Mean Score: 652

100%



Number of Tested Students:

188,602 186,286

126,631 118,161

25,653 22,319

Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	214,752	88%	59%	12%	219,025	85%	54%	10%
Female	104,381	89%	61%	12%	107,013	86%	55%	10%
Male	110,371	87%	57%	11%	112,012	84%	53%	10%
American Indian or Alaska Native	1,033	85%	46%	5%	1,076	79%	41%	5%
Black or African American	42,006	76%	35%	3%	43,283	70%	28%	2%
Hispanic or Latino	42,372	80%	41%	4%	42,082	74%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	14,351	96%	81%	33%	14,032	94%	77%	30%
White	114,928	94%	72%	15%	118,550	93%	68%	13%
Multiracial	62	79%	52%	8%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	184,378	92%	65%	14%	188,992	90%	60%	12%
Students with Disabilities	30,374	60%	21%	1%	30,033	56%	17%	1%
English Proficient	202,937	89%	61%	12%	207,054	86%	56%	11%
Limited English Proficient	11,815	67%	27%	3%	11,971	61%	23%	2%
Economically Disadvantaged	100,557	80%	43%	6%	91,206	80%	39%	5%
Not Disadvantaged	114,195	94%	73%	17%	127,819	89%	64%	14%
Migrant	38	82%	39%	3%	78	78%	31%	1%
Not Migrant	214,714	88%	59%	12%	218,947	85%	54%	10%

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Other Assessments

2006-07 School Year

2005-06 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2,388	2,340	2,073	1,351	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

Statewide Results in Grade 8 Science

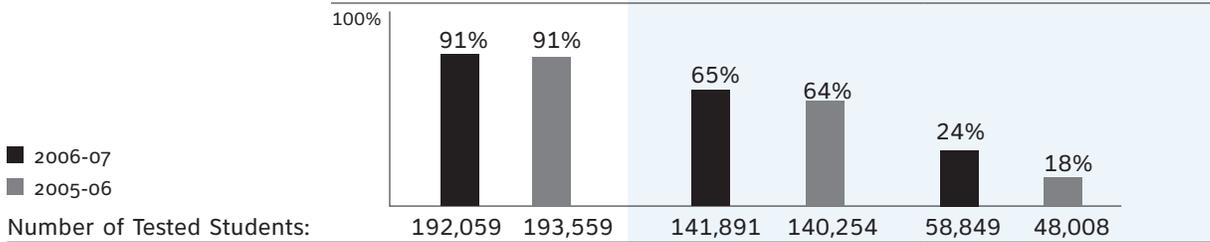
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006-07 School Year

2005-06 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	191,162	91%	65%	24%	194,611	91%	64%	18%
Female	92,465	91%	63%	22%	94,698	92%	62%	16%
Male	98,697	90%	66%	26%	99,913	90%	65%	21%
American Indian or Alaska Native	977	90%	58%	15%	1,013	90%	57%	11%
Black or African American	38,836	81%	39%	6%	39,736	82%	36%	4%
Hispanic or Latino	40,080	82%	40%	7%	39,402	81%	38%	4%
Asian or Native Hawaiian/Other Pacific Islander	12,430	94%	74%	31%	12,147	93%	70%	23%
White	98,783	98%	84%	37%	102,311	98%	83%	29%
Multiracial	56	86%	45%	16%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	162,477	93%	70%	27%	166,277	93%	68%	21%
Students with Disabilities	28,685	76%	36%	6%	28,334	77%	36%	4%
English Proficient	179,679	93%	68%	25%	183,153	93%	66%	19%
Limited English Proficient	11,483	64%	18%	2%	11,458	63%	16%	1%
Economically Disadvantaged	95,309	85%	46%	11%	85,616	88%	48%	8%
Not Disadvantaged	95,853	97%	83%	38%	108,995	93%	76%	27%
Migrant	36	89%	56%	17%	77	92%	51%	5%
Not Migrant	191,126	91%	65%	24%	194,534	91%	64%	18%

NOTE

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Other Assessments

2006-07 School Year

2005-06 School Year

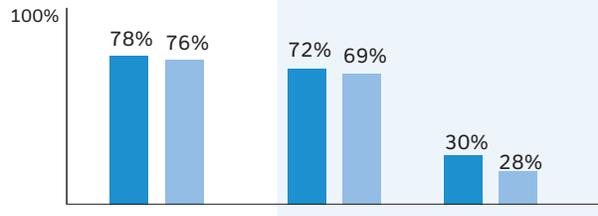
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2,380	2,343	2,131	1,678	New NYSAAs were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	18,807	18,486	18,179	12,847	17,003	16,863	16,663	12,212

Statewide Total Cohort* Results in Secondary-Level English after Four Years of Instruction

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2003 Cohort
■ 2002 Cohort

Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	222,103	78%	72%	30%	216,910	76%	69%	28%
Female	108,861	82%	77%	36%	106,343	80%	73%	33%
Male	113,242	74%	68%	25%	110,567	71%	64%	24%
American Indian or Alaska Native	924	64%	58%	21%	943	60%	51%	17%
Black or African American	42,996	66%	56%	12%	41,392	62%	50%	11%
Hispanic or Latino	39,529	63%	54%	12%	36,847	60%	49%	10%
Asian or Native Hawaiian/Other Pacific Islander	15,518	85%	81%	38%	14,943	83%	77%	36%
White	122,689	86%	82%	41%	122,785	84%	80%	39%
Multiracial	511	89%	82%	26%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	199,064	82%	77%	33%	189,457	81%	74%	32%
Students with Disabilities	29,502	40%	31%	3%	27,453	38%	28%	4%
English Proficient	215,763	79%	73%	31%	205,883	78%	71%	30%
Limited English Proficient	10,900	64%	49%	4%	11,027	36%	24%	3%
Economically Disadvantaged	78,540	69%	59%	14%	69,463	64%	53%	12%
Not Disadvantaged	152,706	82%	79%	38%	147,447	81%	76%	36%
Migrant	39	26%	21%	8%	108	43%	32%	6%
Not Migrant	222,041	78%	72%	30%	216,802	76%	69%	28%

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent***	1,470	1,457	1,335	1,082	1,287	1,252	1,157	947

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

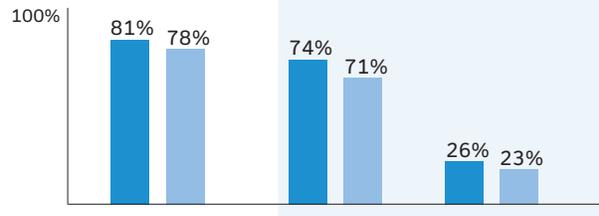
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

Statewide Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2003 Cohort
■ 2002 Cohort

Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	222,103	81%	74%	26%	216,910	78%	71%	23%
Female	108,861	84%	77%	27%	106,343	81%	74%	24%
Male	113,242	77%	71%	25%	110,567	74%	68%	23%
American Indian or Alaska Native	924	72%	64%	16%	943	64%	57%	14%
Black or African American	42,996	68%	55%	7%	41,392	64%	51%	6%
Hispanic or Latino	39,529	68%	56%	9%	36,847	63%	52%	8%
Asian or Native Hawaiian/Other Pacific Islander	15,518	90%	87%	47%	14,943	87%	83%	43%
White	122,689	88%	84%	35%	122,785	86%	82%	32%
Multiracial	511	90%	79%	24%	N/A	N/A	N/A	N/A
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	199,064	85%	78%	28%	189,457	83%	77%	26%
Students with Disabilities	29,502	44%	34%	4%	27,453	41%	32%	4%
English Proficient	215,763	81%	74%	26%	205,883	79%	73%	24%
Limited English Proficient	10,900	79%	63%	13%	11,027	52%	39%	8%
Economically Disadvantaged	78,540	73%	61%	13%	69,463	68%	56%	11%
Not Disadvantaged	152,706	85%	80%	32%	147,447	82%	78%	29%
Migrant	39	33%	33%	10%	108	47%	40%	4%
Not Migrant	222,041	81%	74%	26%	216,802	78%	71%	23%

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent***	1,436	1,407	1,284	1,034	1,259	1,217	1,102	916

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.